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Lincoln University

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CATALOGUE

OF

LINCOLN UNIVERSITY,

CHESTER COUNTY,

PENNSYLVANIA,

FOR THE

ACADEMICAL YEAR, 1892-93.

PHILADELPHIA:
THE JAS. B. RODGERS PRINTING COMPANY,
52 and 54 North Sixth Street.
1893.

Thirty-seventh Academical Year.

THEOLOGICAL COMMENCEMENT, ... Tuesday, April 18, 1893.

COLLEGIATE COMMENCEMENT, ... Tuesday, June 6, 1893.

Thirty-eighth Academical Year.

OPENING COLLEGIATE DEPARTMENT, ... September 21, 1893.

OPENING THEOLOGICAL DEPARTMENT, ... September 21, 1893.

CLOSE OF FIRST SESSION, ... December 21, 1893.

OPENING OF SECOND SESSION, ... January 4, 1894.

Trustees of Lincoln University.

REV. WILLIAM R. BINGHAM, D. D., ... Oxford, Pa.
HON. JAMES A. BEAVER, ... Bellefonte, Pa.
HON. JOSEPH ALLISON, LL. D., ... Philadelphia, Pa.
REV. WILLIAM A. HOLLIDAY, D. D., ... Brooklyn, N. Y.
REV. CHARLES A. DICKEY, D. D., ... Philadelphia, Pa.
REV. STEPHEN W. DANA, D. D., ... Philadelphia, Pa.
REV. GEORGE S. MOTT, D. D., ... Flemington, N. J.
GEORGE E. DODGE, Esq., ... New York City, N. Y.
REV. JOHN M. GALBREATH, A. M., ... Chestnut Level, Pa.
*ALEXANDER WHILLDIN, Esq., ... Philadelphia, Pa.
JOHN M. C. DICKEY, Esq., ... Oxford, Pa.
REV. NATHAN G. PARKE, D. D., ... Pittston, Pa.
REV. HENRY E. NILES, D. D., ... York, Pa.
REV. THOMAS McCAULEY, D. D., ... Chester, Pa.
REV. ISAAC N. RENDALL, D. D., ... Lincoln University, Pa.
REV. GEORGE T. PURVES, D. D., ... Princeton, N. J.,
REV. HENRY H. WELLES, ... Kingston, Pa.
REV. JAMES T. LEFTWICH, D. D., ... Baltimore, Md.
REV. MELANCTHON W. JACOBUS, ... Hartford, Conn.
WALTER CARTER, Esq., ... New York, N. Y.

Officers of the Board.

PRESIDENT OF THE BOARD,
Rev. WILLIAM R. BINGHAM, D. D., Oxford, Pa.

TREASURER OF THE BOARD,
J. EVERTON RAMSEY, Esq., Oxford, Pa.

SECRETARY OF THE BOARD,
Rev. JOHN M. GALBREATH, Chestnut Level, Pa.

FINANCIAL SECRETARIES LINCOLN UNIVERSITY,
Rev. EDWARD WEBB, Oxford, Pa.
Rev. WILLIAM P. WHITE, Germantown, Pa.

*Deceased.

Committees.

EXECUTIVE COMMITTEE AND COMMITTEE ON FINANCE.

REV. WILLIAM R. BINGHAM, D. D., ... Oxford, Pa.
REV. ISAAC N. RENDALL, D. D., ... Lincoln University, Pa.
REV. THOMAS McCAULEY, D. D., ... Chester, Pa.
JOHN M. C. DICKEY, Esq., ... Oxford, Pa.
REV. JOHN M. GALBREATH, ... Chestnut Level, Pa.

COMMITTEE ON COLLEGIATE DEPARTMENT.

REV. THOMAS McCAULEY, D. D., ... Chester, Pa.
REV. NATHAN G. PARKE, D. D., ... Pittston, Pa.
REV. GEORGE S. MOTT, D. D., ... Flemington, N. J.
REV. WM. H. HOLLIDAY, D. D., ... Brooklyn, N. Y.

COMMITTEE ON THEOLOGICAL DEPARTMENT.

REV. STEPHEN W. DANA, D. D., ... Philadelphia, Pa.
REV. HENRY E. NILES, D. D., ... York, Pa.
REV. GEO. T. PURVES, D. D., ... Princeton N. J.
REV. JOHN M. GALBREATH, ... Chestnut Level, Pa.

INVESTING COMMITTEE.

REV. WILLIAM R. BINGHAM, D. D., ... Oxford, Pa.
REV. ISAAC N. RENDALL, D. D., ... Lincoln University, Pa.
WALTER CARTER, ... New York.

Officers of Instruction and Government.

Rev. ISAAC N. RENDALL, D. D.,

Mary Warden Dickey President of Lincoln University.

Rev. GILBERT T. WOODHULL, D. D.,

Charles Avery Professor of Classical and Hellenistic Greek and New Testament Literature.

Rev. JOHN B. RENDALL, A. M.,

John H. Cassidy Professor of Latin and Principal of the Preparatory Department.

Rev. DAVID E. SHAW, A. M.,

Henry A. Kerr Professor of Hebrew and History.

Rev. SAMUEL A. MARTIN, D. D.,

Wm. E. Dodge Professor of Rhetoric, and Librarian.

J. CRAIG MILLER, M. D.,

Wm. A. Holliday Professor of Natural Science.

Rev. ROBERT L. STEWART, A. M.,

Professor of Pastoral Theology, Evidences of Christianity and Biblical Antiquities.

Reuben J. Flick, Professor of Mathematics.

Rev. JOHN ASPINWALL HODGE, D. D.,

Mrs. David Brown Professor of Instruction in the English Version of the Bible.*

Rev. WILLIAM R. BINGHAM, D. D.,

John C. Baldwin Instructor in Theology.

JAMES R. BARRETT, A. B.

Instructor in Rhetoric.

FREDERICK W. TILDON, A. B.,

Instructor in Greek.

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*Rev. Benjamin T. Jones, D. D., the first Professor to occupy this chair, died Jan. 26, 1893.

GENERAL INFORMATION.

ADMISSION AND ATTENDANCE.

Every applicant for admission must present evidence of good moral character; and if from any other institution, a certificate of honorable dismission from the proper authorities.

After passing satisfactory examinations in the studies required for admission to the Freshman or any superior class, the candidate for admission shall matriculate, by subscribing to the laws of the University, and by the payment of a matriculation fee of three dollars.

All students in the University are required to attend daily prayers, religious services on the Lord's day, and such exercises of instruction and recitation as may be assigned to them.

Students regularly advanced with their classes in the courses of study are required to return promptly to the University at the opening of the session.

AID AND SELF-SUPPORT.

Lincoln University was founded to bring the benefits of a liberal Christian education within the reach of worthy colored youth of the male sex.

This end is promoted here, by providing convenient buildings for study and residence, where young men who comply with the conditions of admission are welcomed and made comfortable, and by the diligent training of the students in all the parts of such an education.

All the income of the Institution, from endowment and from annual contributions, is used in favor of the students to keep the necessary charges for instruction and for living down to the lowest possible figure, so as to bring the benefits provided here within the reach of all who are willing to combine self-support with aid.

In other institutions of like grade the annual expenses of a student are not less than $250.

In this Institution the college bill is only $121.50.

Every charge in the college bill is essential. If the full amount is not paid by the students or for them, the benevolent fund supplied by the friends of the work must be divided among a smaller number. Any student using more than his necessities require, is taking funds for his own selfish uses, to which others have a right for their mental and spiritual improvement. His expensive or wasteful habits keep some other young man in ignorance, and prevent perhaps a better workman

than himself from entering the harvest field. To take any amount of such benevolent funds in excess of strict necessity is selfish and dishonest. No good man will gratify his own pride or indolence at the expense of another man's usefulness. No student could be regarded as a friend of the colored people who would for his own enjoyment hinder other willing workers from the fitness which would give them success.

Each student is under obligations of fairness, and honor, and honesty, and also of benevolence, to do all he can to support himself, and thus aid others who are equally with himself deserving of encouragement.

PERSONAL EXPENSES.

An exact estimate of the personal expenses of a student, above what is included in the session bills, cannot be made.

He must have Text Books for each year of the course.

He must have a lamp, and supply it with oil, to add the evenings to the days of study.

The purchase and repair of clothing is a recurring necessity.

He cannot travel to and from the University without money to pay his fare.

If he becomes sick, there is the doctor's bill and the expense of medicine.

The Literary Societies justly require annual contributions.

The University cannot aid the student in these expenses either by *gifts* or *loans*.

It is not the purpose of its patrons to relieve the student from the necessity of making provision for his own personal wants.

Herein *especially* they exact his co-operation.

Each student must provide beforehand to meet them, or they will distress him.

His *indifference*, or *carelessness*, *procures* his suffering.

He should carefully estimate them, and write them down, and sum them up, and keep the aggregate before his thoughts.

And besides securing *home assistance*, he should be *industrious* in his vacations, to increase his honest *earnings* in every lawful way, and should *honorably* save them for these uses. To spend his earnings in superfluities, or in extravagancies, is to squander them, and to barter his education for his enjoyments.

After every effort and economy he will not escape the discipline of want. In enduring this discipline he is practicing a virtue.

A manly struggle will help to subdue pride and prevent beggarliness.

In a student struggling with poverty for an education, any luxurious indulgence is a disabling vice. He must conquer it, or it will cripple him in his equipments and in his powers.

His wise friends may sympathize with him in his trials, but they will not excuse him from the acquisition of self-denial and *thereby* of self-control.

The common judgment is that HE WHO WILL NOT ENDURE THE TRIAL IS NOT WORTH THE HELP.

Many benevolent friends of the Negro are co-operating with the Trustees and Faculty in providing aid for those who will use their education for the good of others. Careful discrimination is exercised in directing this aid to individuals, so as not to weaken the sense of personal responsibility and self-reliance. Those who can pay their own bills have only to comply with the regulations, and they will be admitted to the standing in the classes for which their previous training has fitted them ; but no earnest young man of good abilities and good moral character should be discouraged from seeking the advantages which are here offered. Applicants should apply for admission to the President, or to some member of the Faculty, and state in their application their purpose in seeking an education, what progress they have made in study, and their ability to meet the expenses of education.

BOARDING.

The students board in clubs, or in boarding-houses adjacent to the University. The cost of board cannot be fixed at an unvarying rate from year to year. During the current year board and washing have been furnished for nine dollars per month.

LIBRARY.

The Library contains about fourteen thousand bound volumes, and four thousand magazines and miscellaneous pamphlets.

The Librarian, acknowledges with much pleasure, the receipt of four hundred and twenty-two volumes given to the Library during the past year.

The larger part of the above-mentioned books were given to students about to graduate, or to those already on the fields of missionary labor in the South.

There have been added to the library by purchase, 157 volumes and 98 pamphlets.

The reading-room, which is open every day (except Sundays) is supplied with a number of daily and weekly papers, and monthly and quarterly reviews.

RESIDENCE OF STUDENTS.

Maryland,	43	Tennessee,	5
North Carolina,	38	Kentucky,	4
South Carolina,	35	New York,	4
Pennsylvania,	36	Texas,	3
Virginia,	35	Kansas,	1
Georgia,	10	Mississippi,	1
Delaware,	10	British West Indies,	1
Arkansas,	7	Gaboon,	1
New Jersey,	5	Florida,	1
Liberia,	5		

CALENDAR.

The Academical year is divided into two sessions. A recess of one week is taken in the second session.

Recess in current year, ... April 6 to 13, 1893.
Examinations in Theological Department, . . April 14 and 17, 1893.
Annual Sermon to the Theological Students, ... April 16, 1893.
Commencement in Theological Department, ... April 18, 1893.
Senior Final Examination, ... April 22 to May 4, 1893.
Meeting of Presbytery of Chester, ... May 14, 1893.
Annual Examinations, ... May 25 to May 31, 1893.
Anniversary of Philosophian Society, ... June 1, 1893.
Anniversary Garnet Literary Association, ... June 2, 1893.
Baccalaureate Sermon, ... June 4, 1893.
Annual Meeting of Board of Trustees, ... June 5, 1893.
Class Day, ... June 5, 1893.
Junior Contest, ... June 6, 1893.
Commencement in the Collegiate Department, ... June 6, 1893.

SUMMER VACATION.

June 6th—September 21st, 1893.

THIRTY-SEVENTH ACADEMICAL YEAR.

First Session Collegiate Department, ... September 21, 1893.
First Session Theological Department, ... September 21, 1893.
Close of First Session, ... December 21, 1893.

WINTER VACATION.

December 24th, 1892—January 5th, 1893.

Opening of Second Session in all departments, . . . January 4, 1894.

Collegiate Department.

FACULTY OF ARTS.

Rev. ISAAC N. RENDALL, D. D., President.

Rev. GILBERT T. WOODHULL, D. D.,
Charles Avery Professor of Greek.

Rev. JOHN B. RENDALL, A. M.,
John H. Cassidy Professor of Latin.

Rev. J. ASPINWALL HODGE, D. D,
Mrs. David Brown Professor of Biblical Instruction.

Rev. DAVID E. SHAW, A. M.,
Henry A. Kerr Professor of History.

Rev. SAMUEL A. MARTIN, D. D.,
Wm. E. Dodge Professor of Rhetoric.

J. CRAIG MILLER, M. D.,
Wm. A. Halliday Professor of Natural Science.

Rev. ROBERT L. STEWART, A. M.,
Reuben J. Flick Professor of Mathematics.

JAMES R. BARRETT, A. B.,
Instructor in Rhetoric.

FREDERICK W. TILDON, A. B.
Instructor in Greek.

STUDENTS.

SENIOR CLASS.

Samuel J. Bampfield,	Blountville, S. C.
Fannin S. Belcher,	Augusta, Ga.
Charles S Blake,	Wilmington, Del.
Allen C. Bradley,	Beaufort, S. C.
John W. Brown,	Winchester, Va.
William H. Burnett,	Waxahachie, Tex.
George E. Cannon,	Union, S. C.
William H. Clark,	Wilson, N. C.
Thomas Coleman,	Augusta, Ga.
Edward J. H. Dickerson,	New York, N. Y.
*Stephen C. Doby,	Camden, S. C.
Horace G. Dwiggins,	Kansas City, Kan.
Newman Freeland,	Mebane, N. C.
William H. Freeland,	Mebane, N. C.
John H. Hayswood,	Louisburg, N. C.
Benjamin B. Jeffers,	Millington, Md.
William E. Jefferson,	Staunton, Va.
Isaac A. Jennings,	Danville, Va.
Byron S. Johnson,	Norfolk, Va.
*Sidney P. Johnson,	Raleigh, N. C.
Harry B. Keech,	Tweedale, Pa.
James S. Leneer,	Salem, N. C.
Stephen H. Long,	Pocomoke City, Md.
William L. Morris,	Wilmington, Del.
Freeman Oliver,	Baltimore, Md.
William T. Richie,	Abbeville, S. C.
Charles N. Williams,	Raleigh, N. C.
William R. Williams,	Norfolk, Va.
Joseph C. Wright,	Beaufort, S. C.

*Pursuing Special Studies.

JUNIOR CLASS.

William M. Berry, ... Conowingo, Md.
Julian F. Blodgett, ... Augusta, Ga.
George R. Brabham, ... Beaufort, S. C.
William F. Bronaugh, ... Lynchburg, Va.
E. P. Brown, ... Winchester, Va.
James A. Browne, ... Darien, Ga.
Basset E. Carter, ... Staunton, Va.
Augustus S. Clark, ... Wilson, N. C.
Samuel P. C. Cowan, ... Cotton Plant, Ark.
William Davis, ... Corpus Christi, Tex.
Nathaniel L. Edwards, ... Raleigh, N. C.
Ossian H. Hawkins, ... Port Deposit, Md.
John M. Howerton, ... Scottsburg, Va.
Maron F. Hyder, ... Johnson City, Tenn.
Abram J. Jackson, ... West Chester, Pa.
Thomas Jefferson, ... Staunton, Va.
Samuel W. Johnson, ... Marietta, Pa.
*Thomas H. Lackland, ... Farmville, Va.
Stephen D. Leak, ... Troy, N. C.
James S. Lennon, ... Fayetteville, N. C.
Richard L. Lucas, ... Staunton, Va.
Lewis J. McClellen, ... Blairsville, Pa.
William W. McHenry, ... Lincoln University, Pa.
Richard C. McPherson, ... Portsmouth, Va.
George N. Marshall, ... Horse Pasture, Va.
Oscar H. Massey, ... Allegheny, Pa.
Norman Menough, ... Oxford, Pa.
Robert J. Morris, ... Danville, Pa.
Charles H. Morton, ... Staunton, Va.
Joshua P. Murphrey, ... Elm City, N. C.
Charles S. Oliver, ... Baltimore, Md.
Samuel A. Penn, ... Horse Pasture, Va.
William H. Pipes, ... Millington, Md.
Stephen A. Potts, ... Trappe, Md.
Perry W. Sewell, ... Baltimore, Md.
Walter Shanks, ... Pine Bluff, Ark.
Alexander P. Stanford, ... Baltimore, Md.

*Pursuing Special Studies.

JUNIOR CLASS—Continued.

THOMAS H. THOMAS, ... Wilmington, N. C.
WILLIAM H. THOMAS, ... Wilmington, N. C.
WILLIAM H. VICK, ... Wilson, N. C.
RICHARD D. WEEKS, ... Wilmington, Del.
EDWARD J. WHEATLEY, ... Baltimore, Md.
WILLIAM O. WHITE, ... Baltimore, Md.
SAMUEL D. WINGATE, ... Mt. Vernon, Pa

SOPHOMORE CLASS.

CALVIN L. BASCOMB, ... Robertsville, S. C.
JOHN W. BIRD, ... Wilmington, Del.
THOMAS J. BLAKEY, ... Bowling Green, Ky.
JOHN C. BROCK, ... Philadelphia, Pa.
JERRY M. BRUMFIELD, ... Bowling Green, Ky.
HENRY P. BUTLER, ... Aiken, S. C.
HENRY W. CALLOWAY, ... Baltimore, Md.
EDWARD B. CLARKSON, ... Orangeburg, S. C.
FILMORE CLARKSON, ... Coatesville, Pa.
LOUIS A. COBERTH, ... Hellens, Md.
CAIN P. COLE, ... Aiken, S. C.
MACK D. COLEY, ... Fremont, N. C.
THOMAS J. CRAWFORD, ... Jonesboro, Tenn.
CHARLES G. CUMMINGS, ... Baltimore, Md.
WILLIAM R. DICKERSON, ... Woodbury, N. J.
GEORGE R. DUCKREY, ... Summit Bridge, Del.
CHARLES B. DUNBAR, ... Monrovia, Liberia.
WILLIAM ELLIS, ... Staunton, Va.
WILLIAM O. FIELDS, ... Pine Bluff, Ark.
CHARLES T. FITZGERALD, ... Durham, N. C.
GEORGE H. GASKIN, ... Baltimore, Md.
WALLACE L. GOODRIDGE, ... Wrightsville, Pa.
WILLIAM E. GRIFFIN, ... Baltimore, Md.
OCTAVIUS D. HALL, ... Conowingo, Md.
JAMES E. HARPER, ... Abbeville, S. C.
JACOB R. HOWARD, ... Baltimore, Md.
BASCUM H. J. HYDER, ... Johnson City, Tenn.
CHARLES H. HYNSON, ... Still Pond, Md.
HENRY C. LASSITER, ... Wilson, N. C.
JACOB T. LISBY, ... Perrymansville, Md.

SOPHOMORE CLASS—Continued.

Walter Mason,	West Chester, Pa.
William D. McKenzie,	Franklinton, N. C.
James H. McNiell,	Fayetteville, N. C.
Louis W. Oliver,	Baltimore, Md.
Richard U. Porter,	Chatham, Pa.
William H. Potts,	Trappe, Md.
John S. Prigg,	West Chester, Pa.
Albert R. Rankin,	Natchez, Miss.
Edward S. Roberts,	Louisburg, N. C.
Hyman C. Smith,	Viola, Del.
William B. Stitt,	Matthews, N. C.
Thomas M. Thomas,	Orangeburg, S. C.
Charles H. Tibbs,	Danville, Ky.
William P. Todd,	Lexington, Va.
Albert L. Tolbert,	Robertsville, S. C.
Charles W. Williams,	Macon, Ga.
Turner G. Williamson,	Wilson, N. C.
John H Wilson,	Danville, Va.

FRESHMAN CLASS.

Theodore A. Auten,	Somerville, N. J.
Thomas F. Bamfield,	Charleston, S. C.
Conwell Banton,	Philadelphia, Pa.
Herbert G. Barrows,	Oxford, Pa.
William E. Beavers,	Danville, Va.
Hugh M. Burkett,	Baltimore, Md.
Thadeus J. Coles,	Aiken, S. C.
Walter C. Coles,	"
James W. Dawkins,	Carlisle, S. C.
Peter S. Dent,	Frankfort, Ky.
Darius L. Donnell,	Lincoln University, Pa.
Coleman E. Gibson,	Winston, N. C.
Walter F. Hawkins,	Port Deposit, Md.
James A. Henry,	Lilesville, N. C.
Lemuel C. Henson,	London Grove, Pa.
James A. Hilliard,	Montecello, Ark.
Peter P. Johnson,	Franklinton, N. C.
William L. Johnson,	Orangeburg, S. C.

FRESHMAN CLASS—Continued.

Charles H. Jones,	Lincoln University, Pa.
Morris H. Key,	Baltimore, Md.
Bollie Levister,	Franklinton, N. C.
Harry G. Lones,	Wilmington, Del.
James A. Peak,	Augusta, Ga.
James W. Porter,	Richmond, Va.
James H. Press,	Cape Charles City, Va.
William H. Randolph,	Coles Ferry, Va.
Charles H. Roberts,	Louisburg, N. C.
Robert H. Scott,	Fayetteville, N. C.
John T. Scott,	Chesterville, Md.
Howard F. Stanley,	Baltimore, Md.
Aaron H. Thomassen,	Montecello, Ark.
William C. Todd,	Petersburg, Va.
James D. Turner,	Baltimore, Md.
Pink W. Watson,	Palmer, Tex.
Idyll C. Williams,	Calvary, Ga.
William G. Wilson,	Abbeyville, Va.

REGULATIONS.

The course of study in the Collegiate Department occupies four years.

Applicants for the Freshman Class must be at least fifteen years of age. They will be examined in Spelling, English Grammar, Composition of simple sentences, Geography, History of the United States, the Book of Genesis and the Gospel according to Mark.

Arithmetic, Mental and Written.

Latin Grammar, and Lessons.

Greek Grammar, and Lessons.

Candidates for advanced standing will be examined in the studies previously pursued by the class which they propose to enter.

The Academical year is divided into two sessions. At the end of each session public examinations of all the classes are held. Absence from an examination, except for sufficient reason, sustained by vote of the Faculty, will be regarded as a serious delinquency, and cannot be made good by any subsequent examination. No student can be continued in full standing in his class who does not pass all these examinations.

At the close of each year all the classes are examined, either orally or in writing, in the studies of that year.

The final examination of the Sophomore class includes the studies of the Freshman year as well as those of the current year. Members of the Sophomore class found deficient in general scholarship at this examination will not be advanced to the Junior class in full standing, and will not be entitled to the degree of A. B. at the close of the course.

The rank of a student in his class depends on his grade in his recitations and examinations; on his punctuality and constancy in attendance upon all exercises of instruction; and on his deportment and character in all his relations as a student.

At the close of the Senior year the members of the Senior class are examined in the studies of the whole course.

In determining the final rank of a Senior his grade in the final Senior examination is combined with the final grades of the previous collegiate years.

COMMENCEMENT.

The Annual Commencement will take place on Tuesday, the sixth day of June, 1893.

The Baccalaureate sermon is addressed to the graduating class on the Sabbath preceding Commencement.

On Commencement day the members of the Senior class, to whom orations are assigned, speak in the order of their rank; except that the valedictorian, who is chosen from the highest third of the class arranged according to the rank of the members, delivers the closing address.

Special honorary orations are assigned, at the discretion of the Faculty, to members of the Senior class who may have excelled in particular branches of study.

Students who complete the whole course of collegiate study satisfactorily to the Faculty and Board of Trustees, will receive the degree of Bachelor of Arts, and a diploma certifying their graduation.

All degrees authorized by the Board of Trustees are announced by the Secretary of the Board and conferred by the President of the University during the progress of the Commencement exercises.

The collegiate year closes with the exercises on Commencement day, and is followed by the summer vacation.

COURSE OF STUDY.

FRESHMAN CLASS.

FIRST SESSION.	SECOND SESSION.
Review of Syntax. Parsing. Analysis.	Elements of Rhetoric.
Algebra.	Algebra.
Leighton's Greek Lessons.	Cæsar (Gaillic War).
Goodwin's Greek Grammar.	Leighton's Greek Lessons, continued.
Leighton's Latin Lessons.	
Allen & Grenough's Latin Grammar.	Bible.—Pentateuch.
Bible.—Pentateuch.	History.
History.	

SOPHOMORE CLASS.

FIRST SESSION.	SECOND SESSION.
Principles of Philology.	Principles of Philology.
Critical Study of English Classics.	English Classics.
English History.	Geometry.
Algebra.	Physics.
Physical Geography.	Cicero.
Physics.	Anabasis, continued.
Sallust.	Bible.—II Sam., I and II Kings.
Xenophon (Anabasis).	English History.
Bible.—Joshua, Judges, I Samuel.	

JUNIOR CLASS.

FIRST SESSION.	SECOND SESSION.
Rhetoric and Philology.	Rhetoric and Philology.
English Classics.	English Classics.
Logic.	Logic.
Geometry.	Trigonometry.
Chemistry and Physiology.	Physiology and Chemistry.
Virgil.	Tacitus.
Arnold's Latin Prose Composition.	Arnold's Latin Prose.
Homer (Odyssey).	Homer, continued.
Bible—Ezra, Nehemiah, Esther.	Bible—Prophecies.

SENIOR CLASS.

FIRST SESSION.	SECOND SESSION.
History of English Literature.	History of English Literature.
Essays and Reviews.	Essays and Reviews.
Psychology.	Theism.
Greek Testament.	Ethics.
Horace.	Greek Testament.
Mathematics.	Horace.
Astronomy.	Evidence of Christianity.
Bible—The Life of Christ.	Social Science.
	Geology.
	Bible—The History in the Acts.

ENGLISH LANGUAGE AND LITERATURE.

The student, on entering the Freshman Class, must be well acquainted with the essentials of English Grammar. The first half of the Freshman year is devoted to review of syntax, and exercises in parsing and analysis of sentences. The elements of rhetoric are then taught, and at the end of the Freshman year the student must be able to write English correctly and in good literary style.

The principles of philology are taught at the beginning of the Sophomore year, and made familiar by the critical study of English classics. Bunyan, Milton and Shakespeare are taken as representative English authors, and the works are studied with the care usually bestowed on the Latin and Greek classics. This study of English classics extends over the whole of the Sophomore and Junior years, and is kept in close connection with a thorough course in rhetoric and philology.

During the Senior year the history of English literature is studied by text-book and direct acquaintance with the standard literature of all ages. During the whole course, essays, reviews and criticisms are required very frequently.

LOGIC.

Logic is taught in the Junior year. The Logic of Dr. James McCosh, of Princeton, is used as a text-book. Special attention is paid to the formation of the *notion*. The discernment of the student is constantly tested by practical examples in judgment and in immediate inference. And his proficiency is promoted by exercises in current reasonings on various topics and in common fallacies.

PSYCHOLOGY.

The student is invited to a survey of the whole field of the soul's activities, and made acquainted with the distinctive powers and faculties of the human soul, by Text Book and oral instruction.

The Emotions are studied in the groups in which human language presents them. The theory of the emotions is then discussed in lectures and verbal examinations.

MORAL SCIENCE.

All these departments of Psychology lead to Moral Science as their noblest application. Here the student is invited to study and receive the law of right and duty on the authority of God, whose will, revealed in whatever way, is the only test and law both of all opinion and of all obedience.

THE ENGLISH BIBLE.

The Authorized Version of the English Bible is studied by all the classes in all the departments of the University. The Minion 12mo. Ref. edition of the American Bible Society is an inexpensive and suitable text-book. The student needs also Cruden's Concordance, unabridged, and a reliable Bible Dictionary.

For admission to the Freshman class, applicants are required to pass a satisfactory examination in Genesis and the Gospel of Mark.

During the Collegiate years the course of study embraces the historical portions of the Old and New Testaments. In the Theological course the Biblical facts are considered in their historical and doctrinal relations; the various forms of Biblical literature are studied, especially

the figurative language of the Scriptures; particular attention is given to Messianic prophecy; and whole books are explained, applied and searched with reference to special teachings; and with a view to future use in the work of the ministry. Emphasis is laid upon committing Scripture to memory. During his Theological course the student is expected to read the Bible through with studious and reverent attention.

A course of Lectures is given on the History of Versions, in which special attention is paid to the history of the English Bible.

MATHEMATICS.

A comprehensive knowledge of the principles of Arithmetic will be required of applicants for the Freshman Class.

The Freshman year and the first session of the Sophomore year will be devoted to the study of Algebra; and the aim will be to cover the ground usually included in a collegiate course. The first consideration, however, will be *thoroughness* in the study and application of algebraic principles.

In Geometry no encouragement will be given to recitations by rote, but each student will be required to demonstrate propositions independently, using, as far as possible, his own language and notation. Practical examples, and original exercises will be introduced in connection with the theorems of the text-book.

The essential principles of Trigonometry will be carefully studied; and special attention will be given to their application in the measurement of heights and distances, surveying of land, navigation, etc.

NATURAL SCIENCE.

The studies, at present, embraced in this department are Physiology, Natural Philosophy, Chemistry, Physical Geography, Geology and Astronomy.

Physiology and the allied sciences, Anatomy and Hygiene, are taught by lectures with the aid of a text-book and illustrated by skeleton, plates, casts and microscope. It is the design of the instructor to give a course, which will be of practical use to the students in after life.

Natural Philosophy and Chemistry are taught as much as possible, by means of experiments with Physical and Chemical appliances.

The course on Physical Geography is such as is usually given in colleges.

In Geology and Astronomy the aim is to teach the student as much as is usually known of these branches by educated persons, and sufficient to furnish a ground-work for further attainments, should any see fit to pursue them further.

CLASSICAL GREEK.

Instruction in this department extends through the whole Collegiate Course. Special effort is made in the later years of the course to rise above details of construction to the criticism of the thought and style of the authors read, and to secure to the student the advantages of exactness and precision in his own thinking, and of readiness and propriety in expression.

LATIN.

The authors read are Cæsar, Sallust, Virgil, Horace, Cicero and Tacitus. The course also includes Arnold's Latin Prose Composition and selections from various authors.

The students in the early part of their course are thoroughly drilled in the analysis of sentences and grammatical structure. After this the questions are largely philological, and derivation receives special attention.

When the Poetic Authors are reached, the students give attention to versification, while the Mythological references of Virgil and of Horace are carefully studied.

The Professor of Rhetoric has requested that, as far as it might be conveniently done, the valuable rhetorical suggestions of Horace might be emphasized. This is done, and thus the various departments of instruction are made to help each other. The latter portions of the course furnish occasion to bring out the style and spirit of their authors.

HONORS FOR THE YEAR 1891-92.

The Junior Contest took place in Livingstone Hall, on Tuesday, June 7th, 1892. The contestants appointed by the Faculty were as follows:

JAS. S. LENEER, ... North Carolina, . . *Prepare the Way.*
WM. H. CLARK, ... North Carolina, . . *The True Hero.*
STEPHEN H. LONG, ... Maryland, ... *Seek the Acme.*
BENJ. B. JEFFERS, ... Maryland, ... *Human Dependence.*
WM. R. WILLIAMS, ... Virginia, ... *A Great Country.*
CHAS. N. WILLIAMS, ... North Carolina, . . *The Monitor.*

The first prize, a gold medal, marked A, was awarded to C. N. Williams, of North Carolina.

The second prize, a gold medal, marked B, was awarded to Benjamin B. Jeffers, of Maryland.

The Bradley Medal, for highest average grade in Natural Science, during the Senior year, was awarded to J. J. Brooks, of Virginia.

The General Scientific Prize, a gold medal, for the highest average grade in Natural Science during the whole course, was awarded to John J. Brooks, of Virginia.

The English Prize, for the best grade in English during the Sophomore year, was awarded to Joshua P. Murphrey, of North Carolina.

COMMENCEMENT APPOINTMENTS.

Class of 1892.

John J. Brooks,	Virginia,	*Valedictory Oration.*
John B. Rendall, Jr.,	Pennsylvania,	*Latin Salutatory.*
Selton W. Parr,	Kentucky,	*Scientific Oration.*
Wm. H. Johnson,	New Jersey,	*Classical Oration.*
Jas. F. McDougald,	North Carolina,	*Rhetorical Oration.*
Marshall B. Leneer,	North Carolina,	*Biblical Oration.*
Wm. G. Anderson,	Pennsylvania,	*Historical Oration.*
Ed. H. Hall,	Virginia,	*Mathematical Oration.*
Alex. A. Kellogg,	North Carolina,	*Philosophical Oration.*

The degree of A. B., in course, was conferred on the following members of the Senior class. Their names are printed in the order of their rank:

John J. Brooks,	Staunton, Va.
John B. Rendall, Jr.,	Lincoln University, Pa.
Selton W. Parr,	Danville, Ky.
Ed. H. Hall,	Laurel Hill, Va.
Wm. G. Anderson,	Pittsburgh, Pa.
Wm. H. Johnson,	Paulsboro, N. J.
Jas. F. McDougald,	Orton, N. C.
Alex. A. Kellogg,	Wilmington, N. C.
Marshall B. Leneer,	Salem, N. C.
Charles E. Tucker,	New Berne, N. C.
Robert W. Turner,	Stephens City, Va.
Isaac A. Lawrence,	Chester, Pa.
Chas. A. Kelly,	Carthage, N. C.
Shedrick L. Morris,	Lexington, Va.
Allen G. Gantt,	Batesburg, S. C.
Howard T. Jason,	Chester, Pa.
Carey L. Lamborn,	Avondale, Pa.
John D. Paul,	Pittsburgh, Pa.
Lawton B. Bascomb,	Robertsville, S. C.
Dublin B. Miller,	McIntosh, Ga.
Albert R. Rideout,	Baltimore, Md.
Luke M. Holmes,	Fleming, Ga.
Eugene A. Mitchell,	Morristown, N. J.
Isaac W. Howard,	Wilmington, Del.
Morris T. Wash,	Edgefield, N. C.

EXPENSES.

FIRST SESSION.

Tuition,	$10 00	
Coal,	5 00	
Furniture,	2 50	
Library,	1 00	
Board and Washing,	31 50—	$50 00

SECOND SESSION.

Tuition,	$15 00	
Coal,	8 00	
Furniture,	2 50	
Library,	1 00	
Board and Washing,	45 00—	$71 50
		$121 50

LITERARY SOCIETIES.

The Garnet Literary Association and the Philosophian Society meet every Friday evening. The Literary exercises consist of speaking, composition and debate. All the members are required to take part in these exercises. The societies are governed by laws adopted by themselves, and administered by officers chosen from their own members, under the general supervision of the Faculty of Arts.

Preparatory Department.

INSTRUCTORS.

Rev. ISAAC N. RENDALL, D. D.,
PRESIDENT.

Rev. JOHN B. RENDALL, A. M.,
PRINCIPAL.

LYLBURN L. DOWNING, A. B.,
LATIN AND ENGLISH.

WESLEY F. COTTON, A. B.,
GREEK.

EDWARD W. COBERTT, A. B.,
MATHEMATICS.

FREDERICK D. TILDON, A. B.,
GEOGRAPHY AND HISTORY.

STUDENTS.

James P. Alexander,	Baltimore, Md.
Edward G. Anderson,	Chester, Pa.
James E. Archer,	Philadelphia, Pa.
Richard G. Baker,	Shippensburg, Pa.
Robert S. Beadle,	Bassa Liberia.
Israel R. Berry,	Aiken, S. C.
William W. Chester,	Baltimore, Md.
Charles Craig,	Newark, N. J.
John A. Davis,	Winsboro, S. C.
James A. Deveaux,	Beaufort, S. C.
Jacob Dickens,	Louisburg, N. C.
Thomas H. Drayton,	New York, N. Y.
Alexander Dredden,	Germantown, Pa.
William Drewry,	Martinsville, Va.
Walter Duckrey,	Summit Bridge, Del.
Edward E. Edgeell,	Beaufort, S. C.
Samuel H. Eggleton,	Martinsville, Va.
John B. Exum,	Eureka, N. C.
Thomas J. Folks,	Baltimore, Md.
Henry A. Freeman,	Wilson, N. C.
Joel T. Fuller,	Franklinton, N. C.
David N. Green,	Beaufort, S. C.
Robert L. Groves,	Bethlehem, Pa.
Frank M. Hendrick,	Philadelphia, Pa.
Frank H. Jones,	Wilston, N. C.
John A. Knowells,	Beaufort, S. C.
Jerome M. Miller,	Media, Pa.
Joseph W. Miller,	Baltimore, Md.
John E. Morris,	Aiken, S. C.
Joseph D. Mullinax,	Brinkley, Ark.
Amos K. Newton,	Wilmington, N. C.
Elmer Payne,	Bethlehem, Pa.

ALBERT K. PEABODY, ... Little Bassa, Liberia.
WILLIAM H. PECK, ... Petersville, Md.
WALTER PENN, ... Chester Knob, Va.
MIDDLETON E. PICKENS, ... Winsboro, S. C.
THOMAS J. POWELL, ... Dry Creek, N. C.
NORMAN QUILLAN, ... Oxford, Pa.
EDWARD C. REED, ... Beaufort, S. C.
SAMUEL T. REDD, ... Martinsville, Va.
HUGH RENDALL, ... Lincoln University, Pa.
EMILE J. REVENNAH, ... Gilsonville, S. C.
LEWIS W. RICHIE, ... Abbeyville, S. C.
CLARENCE A. ROBINSON, ... Beaufort, S. C.
WILLIAM B. ROMANS, ... Abbeville, S. C.
WILLIAM W. SANDERS, ... Martinsville, Va.
ARTHUR P. SIMMS, ... Baltimore, Md.
WILLIAM M. SLOWE, ... Philadelphia, Pa.
ISAAC R. STRAWBRIDGE, ... New London, Pa.
JAMES T. SUGGS, ... Wilson, N. C.
J. COLUMBUS SWAN, ... Lothian, Md.
J. MOSES SWAN, ... Lothian, Md.
ULYSSES V. THOMPSON, ... Baltimore, Md.
HARRY A. VODERY, ... Baltimore, Md.
WILLIAM W. WALKER, ... Palatka, Fla.
HENRY H. WAYMAN, ... Philadelphia, Pa.
JOHN A. WHITE, ... Suffolk, Va.
JOHN H. WILLIAMS, ... Brooklyn, N. Y.
JOHN N. WILSON, ... Pine Bluff, Ark.

CALENDAR FOR THE YEAR 1893-94.

Recess, ... April 6 to 13, 1893.
Close of Current Year, ... June 6, 1893.

SUMMER VACATION.

First Section of the thirty-seventh academicial year begins, ... September 21, 1893.
Close of First Session, ... December 21, 1893.

WINTER VACATION.

Second Session begins, ... January 4, 1894.

REGULATIONS.

The Preparatory Department is designed to prepare the students to enter upon the studies of the Freshman year. The study of Latin and Greek is commenced in the Preparatory year. On the 21st of September, 1893, the department will be opened for the preparation of candidates for Freshman class of the following year. No candidates will be admitted who are not at that time well prepared in English studies to enter the class.

COURSE OF PREPARATORY STUDY.

Bible.	Geography.	
Spelling.	Arithmetic.	Latin Grammar and Lessons.
Reading.	Grammar.	Greek Grammar and Lessons.
Writing.	History.	

EXPENSES.

FIRST SESSION.

Tuition,	$10 00	
Coal,	5 00	
Furniture,	2 50	
Library,	1 00	
Board and Washing,	31 50—	$50 00

SECOND SESSION.

Tuition,	$15 00	
Coal,	8 00	
Furniture,	2 50	
Library,	1 00	
Board and Washing,	45 00—	$71 50
		$121 50

Theological Department.

FACULTY OF THEOLOGY.

REV. ISAAC N. RENDALL, D. D., *President.*

REV. GILBERT T. WOODHULL, D. D,

Charles Avery Professor of Greek and New Testament Literature.

REV. J. ASPINWALL HODGE, D. D.,

Mrs. David Brown Professor of Instruction in the English Version of the Bible.

REV. DAVID E. SHAW, A. M.,

Henry A. Kerr Professor of Hebrew and Church History.

REV. SAMUEL A. MARTIN, D. D.,

William E. Dodge Professor of Sacred Rhetoric.

REV. ROBERT L. STEWART, A. M.,

Professor of Pastoral Theology, Evidences of Christianity and Biblical Archæology.

REV. JOHN B. RENDALL, A. M.,

Instructor in Ecclesiastical Latin.

REV. WILLIAM R. BINGHAM, D. D.,

John C. Baldwin Instructor in Theology.

STUDENTS.

SENIOR CLASS.

WESLEY F. COTTON, ... Still Pond, Md.
JAMES H. DUCKREY, ... Summit Bridge, Del.
JEREMIAH P. GREGORY, ... Baltimore, Md.
EBENEZER A. HOUSTON, ... Fleming, Ga.
RICHARD MAYERS, ... Tabago, British W. I.
FREDERICK D. TILDON, ... Michaelsville, Md.
CHARLES H. WILLIAMS, ... New York, N. Y.

MIDDLE CLASS.

DANIEL B. ANDERSON, ... Philadelphia, Pa.
LUKE B. ANTHONY, ... Marshal, Liberia.
JAMES R. BARRETT, ... Danville, Va.
EDWARD W. COBERTH, ... Hellens, Md.
LYLBURN L. DOWNING, ... Atlantic City, N. J.
WILLIAM H. PEDEN, ... Fountain Inn, S. C.
JAMES J. WILSON, ... Fleming, Ga.

JUNIOR CLASS.

POWHATAN BAGNALL, ... Norfolk, Va.
DAVID S. COLLIER, ... Abbeville, S. C.
GEORGE R. COVERDALE, ... Germantown, Pa.
HOWARD T. JASON, ... Hockessin, Del.
AMOS P. M. JOHNSON, ... Holly Beach, N. J.
DUBLIN B. MILLER, ... McIntosh, Ga.
JOHN B. RENDALL, ... Lincoln University, Pa.
ALBERT R. RIDEOUT, ... Baltimore, Md.
WILLIAM HENRY SHIELDS, ... Oxford, Pa.
CHARLES E. TUCKER, ... New Berne, N. C.
JOSIAH P. WOOLRIDGE, ... Troy, S. C.

REGULATIONS.

The course of study in the Theological Department occupies three years.

Applicants for admission to the privileges of the Theological Department must present evidence of membership in good standing in some Evangelical church.

Students who complete the full course of theological study to the satisfaction of the Faculty and the Board of Trustees will receive the degree of Bachelor of Sacred Theology and a diploma certifying their graduation.

All persons not graduates of the Collegiate Department of Lincoln University, or of some other collegiate institution, applying to be admitted to this department as candidates for the degree of S. T. B., must pass a satisfactory examination in the collegiate studies. But applicants who have not pursued a course of classical training may, at the discretion of the Faculty, be admitted to particular classes, or to the English course of instruction. Such students, on leaving the

University, will be entitled to certificates in evidence of their attendance on instruction, and of the time spent in study.

The Academical year is divided into two sessions. At the close of the second session the students are examined on the studies of the current year.

COURSE OF STUDY.

JUNIOR YEAR.

Homiletics.
New Testament Introduction.
Bible History.
Systematic Theology.
Sacred Geography.
Pastoral Theology.
Hebrew.
Apologetics.
Exegesis (Gospels).
Ethics.

MIDDLE YEAR.

Systematic Theology.
Biblical Antiquities.
Homiletics.
Apologetics.
Hebrew.
Exegesis (Epistles).
Ecclesiastical History.
Church Government.
Bible—The Different Forms of Sacred Literature.
Ethics.

SENIOR YEAR.

Systematic Theology.
Homiletics.
Hebrew.
Ecclesiastical History.
Exegesis (Epistles).
Pastoral Theology.
Church Government.
Bible—Prophecies.
Polemics.

Throughout the course particular attention is paid to the preparation and delivery of sermons.

ENGLISH COURSE.

FIRST YEAR.	SECOND YEAR.
Homiletics.	Homiletics.
Bible History.	Biblical Antiquities.
Systematic Theology.	Systematic Theology.
Sacred Geography.	Pastoral Theology.
Apologetics.	Church Government.
Ethics.	Ecclesiastical History.

ENGLISH BIBLE.

In this department of study, instruction is given in the subject of Versions of the Sacred Scriptures, including English Versions, and especially the Authorized Version; in the historical contents of the Old and New Testaments; in the different forms of Sacred Literature contained in the Several Books, and in the Prophecies of the Bible.

The design of the Board of Trustees in establishing this Chair is to secure that no student shall be graduated from the Theological Department of this Institution without acquiring a thorough knowledge of the Bible in the English language.

To this end the Board of Trustees enjoins it upon the Faculty of Theology to *require* the students under the direction of the incumbent of this Chair to read the whole Bible carefully and studiously, and to commit to memory such passages as may be assigned to them with this design.

CHURCH HISTORY.

The course of instruction covers the period from the close of the Apostolic times down to the present.

During the year a carefully prepared thesis is required from each student. The subject assigned may be the history of some leading personage, or the various phases of Christian life and morals at the different epochs in the history of the Church. These papers cover the ground traversed by the class during each term. The special study involved in the preparation of these papers has been found highly beneficial to the student, as taking him beyond the narrow range of the text-book.

Middle Year —Text-Book, Fisher's Church History. Study the history of the Church from the Apostolical times until the 14th Century.

Senior Year.—From the 14th Century down to the present time.

HEBREW.

The aim in this department is to equip the student with a good *working* knowledge of the Hebrew. In order to accomplish this end, much attention is given during the first year to the careful writing of exercises, translating English into Hebrew, and acquiring a good vocabulary. Harper's "Word Lists" have been found very useful in this work, as well as lists formed from the passages studied in the course.

Junior Year.—Green's Grammar. Writing Exercises.—Gen. 1–3.

Middle Year.—Book of Ruth. Jonah. Hosea,—Isaiah, chapters 52–60.

Senior Year.—Messianic Psalms. Post-Exilic Prophets. Exegesis.

PASTORAL THEOLOGY, EVIDENCES OF CHRISTIANITY, AND BIBLICAL THEOLOGY.

The course of study in these subjects will be developed by the Professor elect.

SYSTEMATIC THEOLOGY.

Systematic Theology is begun in the Junior Year, and continued through the entire course. For the present, Rev. Wm. R. Bingham, D. D., is conducting this course of instruction. "The Outlines of Theology," by Dr. A. A. Hodge, is used as a text-book.

The students are diligently instructed in the Decreto Centric System of Theology embodied in our Westminster Standards. The exercises of the Class Room often assume the form of mutual question and answer for the sake of a clearer insight into the difficulties and their more satisfactory collation. The aim is always to trace the truth received back to its source in the Bible as the very word of God.

CHURCH GOVERNMENT.

The various forms of Church Government which exist in the Church are minutely considered and compared with the principles of government laid down in the Bible.

The students are made familiar with the details of Church Government as developed in the Presbyterian System.

NEW TESTAMENT LITERATURE.

During the first year the course of instruction includes the Canon of the New Testament, ancient manuscripts and versions, (text-books, Alexander's New Testament Literature, or Bissell).

The original language of the New Testament is made the subject of special study.

In the second year the subject of study will be the gospels—the life of Christ as exhibited therein, with particular attention to the distinctive features of each of the narratives, and to the harmony of the whole as presenting a complete and consistent view of the person, character and work of Jesus Christ.

The third year will be occupied with studies (in part exegetical) in the Acts of the Apostles, with the special design of exhibiting the labors of the Apostles in the establishment of the Christian Church and its spread among the Gentiles as the fulfillment of prophecy, and the continuation of our Lord's earthly labors; or, for the present, with studies in the Epistle to the Romans, using as a text-book Dr. W. G. T. Shedd's Commentary.

ECCLESIASTICAL LATIN.

One hour a week in Latin is assigned to the Junior Class. Turretin is the author read. His clear definitions and nice distinctions are analyzed and discussed. The day has not yet come when Protestant Christians can afford to lay aside the knowledge of the tongue in which the Latin Church published its dogmas and decrees to the world for information, if not for obedience. Our own Church still exacts a Latin Thesis from her candidates for the ministry. And this course is completed by such a Thesis, required of each member of the class. The course is conducted by Professor J. B. Rendall.

SACRED RHETORIC.

The purpose of this department is two-fold: First, *to form in the mind of the student a high and correct ideal of gospel preaching.* To this end he is first made familiar with the theory of preaching, using Dr. Broadus' "Preparation and Delivery of Sermons," as a text-book. He is then required to study the lives and work of some of the great preachers of ancient and modern times, and to write reviews of the same. In connection with this work he is made acquainted with the standard hymns of the Church, with their history and authorship.

Second: *to cultivate the best means of reaching this ideal.* The student is trained to write in a clear and simple style. He is next required to analyze texts assigned to him, and to construct skeletons of sermons. At the beginning of the second year, some book of the New Testament is selected, the whole book analyzed, and a number of sermons written during the year covering the whole contents of the book. In assigning these subjects, care is taken to give opportunity for exercise in expository sermonizing as well as *topical and textual.*

During the Middle and Senior year, the students are required to preach without manuscript.

SACRED GEOGRAPHY.

The course of instruction in Sacred Geography will include the general features, of the several countries with which Israel was brought into contact, as well as the Holy Land itself.

This study will cover the whole of the Junior year. Analysis of the subjects treated, outline maps, and essays on special themes, will be required during the course.

BIBLICAL ANTIQUITIES.

In the study of Biblical Antiquities the aim will be to acquire a definite and accurate knowledge of the Social, Religious and Political life of the nations of the East in Bible times.

In this department special attention will be given to the rapidly accumulating testimonies of modern discovery and research; and, whenever necessary, the subject-matter of the text-book will be supplemented by lectures, and pictorial illustrations.

THE ENGLISH THEOLOGICAL COURSE.

In the year 1876 the Board of Trustees of Lincoln University addressed the following memorial and overture to the General Assembly of the Presbyterian Church:

"The Board of Trustees of Lincoln University, deeply interested in the condition of the Freedmen, and convinced that their continued destitution of an authorized educated ministry is a reproach to the Church and a source of danger to the country, respectfully urge the General Assembly to devise and adopt some practical plan to supply this want; and overture the Assembly to consider and act upon the following propositions:

"*First.*—Resolved, That this Assembly recognize it as the imperative duty of the Church to send the Gospel to the Freedmen without delay.

"*Second.*—That while in the considerate judgment of this Assembly the regulations embodied in the fourteenth chapter of the Form of Government respecting the trial of candidates for licensure are an authoritative guide to Presbyteries in determining their qualifications, they do not supersede the discretion of the Presbyteries in the responsibility of committing the ministry of the word to faithful men.

"*Third.*—That all Presbyteries providentially brought into relations with the Freedmen be hereby advised to license all colored men of whose call to preach the gospel they may be satisfied, and whose training and abilities they may deem sufficient to qualify them for this sacred work.

"*Fourth.*—That the Board of Education be instructed to assume in behalf of the Church the pecuniary responsibility of educating in a thorough course of Theological studies in the English language all colored candidates for the ministry recommended to their care by the Presbyteries."

To this memorial and overture the Assembly returned the following answer:

"*First.*—The Assembly has no authority to modify the regulations of our Form of Government in respect to qualifications of licentiates, so as to make provision for any class of exceptional cases. At the same time the Assembly recognizes the propriety of the exercise, by

Presbyteries, of a wise discretion in their administration of the functions intrusted to them by the Church, in view of the great work to be done by our Church among the colored people in this country. The Assembly specially accords such discretion to those Presbyteries which are providentially brought into special relations to that work; meanwhile, in view of the experience of several years, enjoining upon such Presbyteries the obligation to take great care lest incompetent or unworthy men be admitted into the ministry of our Church.

"*Second.*—This General Assembly does not deem it wise to modify the existing rules governing the Board of Education in the aiding of candidates for the ministry in our Church. The Assembly, however, earnestly commend the exceptional cases, referred to in the overture, to the sympathy and charity of the Churches, and trust that the friends of our work among the Freedmen will suffer no worthy young man, devoting himself to that work, to fail for lack of pecuniary aid."—*Minutes of the General Assembly*, 1876.

This answer of the General Assembly virtually affirms the first proposition, that it is the duty of the Church to send the Gospel to the Freedmen without delay. The Assembly specially accords to particular Presbyteries discretion in licensing, as preachers of the Gospel, candidates who have been exercised in a thorough course of Theological studies in the English language, according to the second and third propositions. And although the Assembly did not instruct the Board of Education to adopt a wider policy in supporting colored candidates for the ministry, its past policy, which has been liberal, was not restricted. The education of colored men in a thorough course of Theological studies in the English language was commended by the Assembly to the sympathies and charity of the churches and friends of our work among the Freedmen.

The English course in the Theological Department occupies two years. It embraces the same studies as the full course, with the exception of the Greek and Hebrew Scriptures.

ECCLESIASTICAL RELATIONS.

By the charter of Lincoln University, the Theological Department is placed under the care of the General Assembly of the Presbyterian Church, in conformity with the general plan adopted for the supervision of Theological Seminaries. The General Assembly, which met in Chicago in May, 1871, accepted the oversight of the Theological Departments of Lincoln University, as provided in the charter, and approved the appointments and proceedings of the Board of Trustees,

as reported at that time. The laws of Lincoln University require that any action of the Board of Trustees affecting the Theological Department shall be reported to the General Assembly by the Secretary of the Board. The Faculty of Theology is also required to prepare for the information of the General Assembly an annual report of their work in instruction, and of all matters of interest respecting the Theological Department.

EXPENSES.

FIRST SESSION.

Coal,	$ 5 00	
Furniture,	2 50	
Board and Washing,	31 50	—$39 00

SECOND SESSION.

Coal,	$ 8 00	
Furniture,	2 50	
Board and Washing,	31 50	— 42 00
Total for the year,		$81 00

Theological and Missionary Society.

The Theological and Missionary Society meets every Friday evening for exercises connected with Ministerial and Missionary work. The room occupied by the Society is supplied with a library of general and special commentaries, and furnished with religious and missionary periodicals.

General Statement.

LINCOLN UNIVERSITY is in Chester County, Pennsylvania, half a mile from Lincoln University station, on the Philadelphia and Baltimore Central Railroad. That part of Chester County in which the University is situated is notably free from malarial and pulmonary diseases. The institution is well removed from associations which tend to prevent high literary attainments and hinder the formation of a high moral character. The post-office, where the Resident Professors should be addressed, is

LINCOLN UNIVERSITY,

CHESTER COUNTY, PA.

The corporate title of this Institution is "LINCOLN UNIVERSITY." Bequests intended to promote the work of this University will be legally valid under that title.

The first charter of this Institution was granted by the State of Pennsylvania, under the title of "Ashmun Institute," in 1854. In 1866 the title was changed by amendment of the charter to "LINCOLN UNIVERSITY." The Theological Department was, by another change of the charter in 1871, placed under the control of the General Assembly of the Presbyterian Church.

The property of LINCOLN UNIVERSITY consists of land, buildings, endownments and apparatus.

LAND.

Seventy-eight acres in Lower Oxford, Pa.

BUILDINGS.

THE CHAPEL. The Mary Dod Brown Memorial Chapel contains an audience room for Sabbath services capable of seating four hundred persons: a Prayer Hall for daily use communicating with the chapel

by sliding frames; and two class-rooms similarly connected with the Prayer Hall.

University Hall is designed exclusively for Recitation purposes. It is heated by steam throughout. Its ventilation has been carefully regarded. The Chemical and Physical Rooms are in the basement, and have concrete floors rising toward the rear to give a full view of experiments. They are furnished with water pipes and chimney ventilation. Provision has been made in them for the preservation of the valuable apparatus of the University, and for experimental instruction in these departments of Natural Science.

The first story contains five rooms: a room for the Bible Recitations; two rooms for the instruction of the Senior Class; one for the Freshman Class; and one for the Preparatory Department.

The second story contains seven rooms: the President's office; the Junior and Sophomore recitation rooms; the Mathematical Room, and the Recitation Rooms for the Theological Classes.

The third story contains four rooms: the Museum and three examination rooms. The center of the roof is occupied with a revolving observatory for the reception of the telescope recently presented to the University by Charles P. B. Jefferys, Esq.

This building is directly opposite the chapel, and with it presents an imposing appearance at the entrance to the campus.

Livingston Hall is for commencement assemblies, and will seat one thousand persons.

Ashmun Hall contains dormitories for students.

Lincoln Hall contains dormitories for students; and the Janitor's apartments.

Cresson Hall contains dormitories for students; and the library and reading room.

Houston Hall contains dormitories and study rooms for the Theological students, and the room for the Theological and Missionary Society.

There are nine residences for the Professors.

AIMS.

Among the instrumentalities through which the friends of the Negro may convey to him the blessings of education, Lincoln University especially deserves the confidence of the Christian public. She was the first to enter this field. Lincoln University was chartered to give a liberal Scientific, Classical and Theological education to colored youth of the male sex in 1854, six years before the war which resulted in emancipation. The liberal Christian education of their young men was the policy adopted by Lincoln University for the elevation of our colored population before the body of them became freedmen.

We are still doing a large share of the higher work. Worthy applicants are knocking at our doors, eager for the benefits here afforded. Who will say to us, "Turn no worthy man away who desires an education for the sake of the good he can do with it?"

It is certain that colored men will exert a large, and it may fairly be assumed, a controlling influence in forming and directing the currents of opinion, and the gulf stream movements of industrial, social, educational and religious progress among these increasing millions of our population. It cannot be reasonably expected that their leaders should guide them along the lines of the common life of our whole people unless they are themselves educated, their principles established, and their opinions moulded in intelligent, consicous and consenting harmony with the public life of the nation.

Their wise friends will not attempt to force *their* education into narrow channels, while our education, as conducted in our colleges and seminaries of learning, is constantly expanded by an almost boundless generosity. To withhold the means of their liberal education, while we lavishly use them for the education of the more favored class, will arouse the suspicion that we design to keep them in an inferior position by fitting them for an inferior office. The trusted leader of colored troops would have to be drilled in all the tactics of modern warfare, and the leaders of this unorganized, agitated army of colored thinkers, who are now meditating how they will vote, and what they will undertake, equally need to be drilled in all that makes thinking exact and safe. If their leaders are to co-operate with the leaders of this nation, they must be helped into agreement with them by a similar education.

It is the purpose of the Trustees and Faculty of Lincoln University to communicate without stint and without delay all the advantages of a liberal Scientific, Classical and Christian education to such young men, according to our means and ability, in the conviction that this is

fair to them; that their needs are the same as ours; and that as God has given them the ability to acquire all the parts of such education, making no difference between them and us in natural endowments; so He will give them grace to use the power which accompanies education for the enlightenment and moral elevation of their own people and for the highest good of our whole people.

RESULTS AND NEEDS.

More than five hundred young men have been sent out from the Preparatory Department and from the lower classes of the Collegiate Department, many of whom are engaged in important positions as teachers in the Southern States.

Three hundred and ninety-one have been graduated from the Collegiate Department, after a course of instruction extending through four and in many cases seven years. Most of these graduates are engaged in professional and educational labors in the Southern States.

One hundred and ninety-four of the students of Lincoln University have received ordination as ministers in Evangelical Protestant denominations.

Thirteen of our students have gone to Africa as missionaries of the cross. Four young men from Liberia are now in the University.

The University is consecrated to the glory of God and the good of man. It has received the endorsement of all who are acquainted with its work. The friends of the education of "colored youth" are cordially invited to investigate its plans, and operations, and co-operate with its officers in conferring the benefits of a liberal and Christian culture on those who prize and so much need this blessing.

The whole work of Lincoln University needs immediate enlargement. A comparatively small addition to her funds would greatly increase her power for usefulness. The attention of considerate friends is invited to the following special wants:

The separate endowment and equipment of the Theological Department. This would require about fifty-five thousand dollars.

The endowment of the Chair of Mental and Moral Science.

The more adequate endowment of the existing Chairs of Instruction.

The provision by endowment for the care and improvement of the property of the University.

The completion of the one hundred Scholorships for the perpetual education of worthy young men whose diligence, talents and piety give promise of usefulness. Twenty-one, or one-fifth of them have already been endowed.

On taking possession of our new commodious Hall of Instruction, the attention of the friends of the institution is called to the need of apparatus for the Scientific Department, particularly for the branches of Physics and Chemistry. Mr. J. Imbrie Miller, of Bryn Mawr, has lately led the way by a gift of five hundred dollars.

THE LIBRARY.

Immediate provision ought to be made for the preservation, enlargement and use of the Library by the erection of a suitable building.

Opinions Respecting the Work of Lincoln University.

President JAMES McCOSH, College of New Jersey.

The College for colored youths, at Lincoln University, Chester County, Pennsylvania, has many and powerful claims on the Christian public. I have visited it on two different occasions, and I am able to bear my testimony to the high character of its Professors (most of them graduates from Princeton), and the effective teaching which the students receive. I found the answering of the pnpils quite up to the average in our Colleges, and giving clear evidence of the capacity of the African race to receive and be benefited by instruction in the higher branches. I am convinced that the race is to be elevated by giving a high education to the better minds among them, that they may, as Ministers of the Gospel, and in the various professions, call forth the energies of the people.

Judge ALLISON, Philadelahia. Pa.

It has been in both my heart and mind to write before this of the performances of the graduates of Lincoln University at Association Hall. I have delayed doing so only because, of late, the demands upon my time have been constant and exacting, so that which was behind has prevented my attending to some things which lay before me —among others, this call to say a word for Lincoln.

I expect much from the graduates of Lincoln, because of the reports which have reached me, through those competent to form a correct judgment on the subject, of the high character of commencement exercises of your graduating classes. I mention in this connection, my pastor, Rev. S. W. Dana, Dr. Dulles, and the late Dr. Hotchkin. But, I am glad to be able to say, the reality far exceeds my expectations. My judgment is, there is no institution in the land but might be justly proud to be able to call the graduates of Lincoln her sons. All scepticism as to the capabilities of the negro to stand side by side with his white brother, as his intellectual equal, when thus developed, ought to vanish before such proofs as your graduates present. The

difference is that which exists between the white and black block of marble.

Lincoln University has a grand work to accomplish in preparing such men as these for their high calling; and from all that I have known of the institution in the past, I am sure it is worthy of the sympathy and the liberal support of the Christian men and women of the land. What can be done to awaken them to a sense of duty in this matter, and the absolute necessity of doing that which their hands find to do, not only at once, but with all their might.

To refuse to act now, may be, and I think will be, a most serious mistake. The crisis is at hand. It is to advance at once, and gather in the fruit of a ripening harvest, or to wait for a little while only, with the certainty of being overtaken by the night, which advances rapidly to the black man—which must leave him in the power of the ignorant and the designing—a captive, but a powerful instrument for evil to himself and to our land. The call to duty is imperative.

GEO. H. STUART, Esq., Philadelphia, Pa.

Lincoln University has boldly appealed to the public for a critical judgment upon the merits of its work as measured by the power of its students to grapple in thought and expression with subjects upon which every one has an opinion, and which involved the perilous test of the negro estimate of himself.

The result of that appeal is a spontaneous and enthusiastic endorsement of Lincoln University and its work, by many of the most intelligent citizens of Philadelphia. The true friends of the negro are rejoiced at the manifestation of such native and cultivated power. Those anxious for his safety, are encouraged to learn that there is an institution, situate in Chester County, Pennsylvania, in a locality free from political diversions and social clogs, from which such young men are annually going forth into the Southern States as ministers and teachers. Lincoln University deserves the approbation and is entitled to the hearty and liberal support of all who take an interest in the Negro, and who desire that he should be qualified for the duties, since he has been clothed with the privileges of citizenship.

Lincoln University ought to be more widely known. It needs only to be known to command the public confidence, and to secure an adequaie support.

JOSHUA L. BAILEY, Esq., Philadelphia, Pa.

One thing I especially noticed in the selected graduates of Lincoln University; that their college learning was not merely so much stored

away material, but that this material had gone through the crucible of their own minds, and had been diligently wrought up into forms of their own. And they showed, too, that they had profitably studied human character, and common life, and had found out, what too few discern, how to adapt themselves to its many phases.

Lincoln University has certainly succeeded in proving (if such proof were needed) the susceptibility of the negro mind for culture of a high order, and its training seems to be just such as will best fit the young men to become instructors and leaders among their own people. It is through such instrumentalities that we may expect to reach the millions of the South, who are yet unreclaimed from ignorance. And this very necessary, far-reaching and permanent work of beneficence, which lies before the Lincoln University, ought to have the sympathy and prayers and liberal material aid of the Christian Churches, and of all friends of humanity, and lovers of their country.

WILLIAM STILL, Esq., Philadelphia, Pa.

I feel that I may with propriety give a word of testimony relative to the good work being accomplished by Lincoln University and its graduates, in the much needed fields of labor in the South.

Indeed, I have never attended a commencement at Lincoln, but what I have felt that the institution was too little known; that a great deal more pains should be taken to thoroughly agitate especially the liberty-loving citizens of Philadelphia and Pennsylvania, with regard to this mission, which has been so nobly sustained for more than a score of years by a few earnest and diligent workers and sympathizers.

It is very obvious that the four or five millions of late bondmen—landless, wofully ignorant, and much degraded, without aid and education—are but poorly prepared, surrounded as they are by so many adverse obstacles to their progress, to enjoy the blessings of freedom, or to place themselves in an attitude of citizenship creditable to their race and their country.

Many good people seem to have forgotten entirely how utterly wretched was their condition when the fetters were broken from their limbs, and have imagined, especially since they were clothed with citizenship, and could go to the polls and vote, that they should not expect any further aid or sympathy; indeed, that they were on grounds to take care of themselves. Under this hasty and unreasonable judgment the great work of promoting the liberty and happiness of the emancipated through education, if not ignored altogether, has been allowed

to be borne by only a very few earnest men and women, who have been persuaded that the "Problem of the Negro" can only be favorably settled by the agency of good teachers, Christian sympathy, and in short by a generous support of just such institutions as Lincoln, which are demonstrating so clearly the salutary effect of education.

Rev. FRANCIS L. ROBBINS, D. D., Philadelphia, Pa.

Lincoln University is doing a supremely important initial work (in conjunction with other similar instrumentalities), in the way of solving the problem: "How shall the African millions of the country become worthy the heritage of free citizenship, and social and political recognition, and the great opportunity of attaining its moral aspirations, conferred under the memorable and pathetic Providence of the recent civil war?" If there is anything in the sentiment—"We learn best by sight,"—anything in Burns' indignant asseveration, 'spite externals, "a man's a man for a' that,"—the public exhibit of the material wrought upon and the kind of work done in Lincoln University, by its accomplished instructors, cannot fail of making upon the public sentiment a conciliatory and much to be desired impression.

Rev. Dr. W. P. BREED, Philadelphia, Pa.

To thoroughly endow an institution which is furnishing such preachers and teachers for seven millions of people in such need of mental and religious training, hungering as they are for knowledge and advancement, is to put money to one of its noblest and most Christian uses. I sincerely hope that the efforts of its friends will result in setting Lincoln University in a position of complete security and grealty enlarged usefulness.

Rev. Dr. R. D. HARPER, Philadelphia, Pa.

The friends of the Freedmen are inspired with new hope by the evidence that Lincoln University is training and sending out such men. I desire to express my high appreciation and hearty approval of the work it is accomplishing. To such influences it will be safe to commit the education of the colored population of our country. And every incentive there is, it seems to me, to the prosecution of this work. Look-

ing at it from the lowest standpoint of selfishness, we must educate them, or they will ruin us. Elevating them we are securing our own national safety and prosperity. The significant endorsement of its graduates by prominent men in the Southern States, as shown by the letter from Columbus, Ga., indicates that to such influences among the Freedmen we may look with confidence and hope for the healing of the breach between the races.

Rev. Dr. R. H. ALLEN, Philadelphia, Pa.

Give Lincoln University the means of turning out annually a score of such graduates, and in ten years the Negro Problem will be solved to the entire satisfaction of our whole country. I wish all the friends had seen the working of this institution, as I have, and had marked the character of the young men she has sent out. I am sure they would appreciate the great work that is opening out before her.

I know something of the Negro race. Having been raised among them, I know something of their nature and their needs; a hundred such men would mould the character of any State in the South.

There is a great and good work for Lincoln University to do, and we must put her in a position to do it.

MINISTERS OF COLUMBUS, GA.

JAMES H. HALL, *Pastor Presbyterian Church;* JOSEPH S. KEY, *Pastor St. Paul's M. E. Church, South;* J. J. AUSLEY, *Pastor Broad Street M. E. Church, South;* J. O. A. COOK, *Pastor St. Luke's M. E. Church, South;* A. M. WYNN, *Presiding Elder, Columbus Dist.;* A. B. CAMPBELL, *Pastor Baptist Church;* M. C. HUNTER, *Rector of Trinity Church;* G. R. GLENN, *President, Female College;* H. W. KEY, *Prof. Nat. Sci., Female College;* J. H. CAMPBELL, *Baptist Minister.*

We are prepared to say, that Lincoln University which has trained and sent forth such men (and so long as it shall do so), deserves the hearty and liberal support of the Christian people of Philadelphia and of the country, who desire to aid in the real elevation and the more thorough evangelization of the colored race.

GEO. M. DEWS, Superintendent of Public Schools, Columbus, Ga.

We prefer colored teachers for the colored people; but, our supply of competent colored teachers is too small, and hence we have to

supply their places with teachers who have but a meager amount of information on the most elementary branches. We want well-educated thorough, earnest workers. The Church needs such workers as badly as the School. Where can we get them, except from such institutions as Lincoln University?

The harvest is plenteous, but suitable laborers are few. May Lincoln send out many such, with liberal culture, broad views; men who seek to heal, not to wound; who would build up, not tear down; who inspire confidence, not mistrust.

Hon. WM. E. DODGE, New York City.

It has been my privilege to be connected with the Lincoln University, as one of its trustees, for a great many years, and I have watched its progress with a great deal of satisfaction. It was founded for the liberal education of Freedmen. I believe that a great portion of the North, that took such deep interest in the welfare of the poor negro when he was a slave, felt as though, when they had knocked off his shackles, and elevated him to the position of a freeman, they had nothing left to do but to thank God for this wonderful deliverance. If we leave them in their ignorance, and abandon them to the culture of those who desire to make them the followers of a sect, so that they may keep them entirely under their control, I am not sure that we have done anything for their welfare.

God has laid upon the Christian people of this nation a most fearful responsibility. We should act at once. This is a thing that will not wait. These black boys and girls are growing very fast. Children who were five years old at the close of the war, will vote in our next Presidential election. Unless they are educated they will be a terriael power against our Republican and Christian institutions.

I have had a great deal to do with the South. I am there every winter, and have large interests there. I have watched the drift of events since the war with intense interest. What is wanted there *now* is that in every large city, in every county, there should be just such men precisely as the selected graduates of Lincoln University. You ought to place intelligent men like them in every centre of influcnce, and those are the men we want educated at Lincoln. We have other institutions that do not go as far as Lincoln. They are educating a large nnmber of men, and giving them a good plain education, and sending them out to teach during the week and preach on the Sabbath, and do what they can. But they have not the power to exert such

an influence as the graduates of Lincoln, some of whom have spent seven years in that institution.

Now, what wants to be done, is to arouse an interest throughout this country to multiply such instrumentalities. There is money enough. Institutions are getting it all over the country. It is a remarkable fact (although Lincoln in its modesty has not reaped the benefit), that during the six or seven years of financial pressure in this country, the classical and literary institutions of the country have received as much money as they ever received in the same number of years in the country's history. There have been very large gifts to our classical institutions, and it would be well if our men of wealth who are giving to our Colleges could realize the fact that there is a PRINCETON FOR COLORED MEN IN LINCOLN UNIVERSITY. I believe the Negro is capable of as high classical development as any other race in the world. Lincoln University has demonstrated that already.

I do hope that we shall, as individuals, wake up to a realizing sense of our responsibilities and obligations. Here is an institution, as Dr. McCosh says, that is a child of Princeton. The Professors, with one exception, are all graduates of Princeton; every one of them we know and can trust. We ought to send out from that institution, of such men as we have already sent, not less than *fifty*, and after a little a class of *one hundred*, every year. There is no reason why we should not have a thousand students there. I believe that gentlemen who are giving to institutions of learning, when they come to die, will look back with feelings of satisfaction that they have left a scholarship, or the endowment of a professorship, for the education of colored men, who will exert such influences upon the masses—the seven millions—of the Freedmen.

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